**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 1st Grade** | | | **Date(s)**: Unit 2-Day 9 |
| **Unit Title:** Unit 2 – Understanding Place Value (Tens and Ones) | | | | **Corresponding Unit Task:** *Understand that the two digits of a two-digit number represent amounts of tens and ones.* | | |
| **Essential Question(s):** How does counting by 10’s help me count large numbers? How does counting by 10’s help me understand place value? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Envision Lesson 11-4, place value mats, connecting cubes** | | **Student:** | | | **Digit, one-digit number, two-digit number, tens, ones, compare, greater than (>), less than (<) and equal (=)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.3**  *Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.* | | | | | |
| **I Can Statement(s): I can model 2 digit numbers using tens and ones. I can show a 2-digit number in a variety of ways.** | | | | | |
| **Activating Strategy/Hook:**   * Using Envision Big Book story, Tens and Ones at the Diner as an introduction to place value. | | | | | |
| **Teacher Directed: (problem solving)**   * **Using Envision Lesson 11-4 Expanded Form pg. 315 & 316** | | | | | |
| **Guided Practice: (small groups/partners)**   * **Race to 50 (Week by Week Essential/attachment)** | | | | | |
| **Independent Practice:**   * **Using Envision Lesson 11-4 Expanded Form pg. 317** | | | | | |
| **Closing/Summarizing Strategy: (using math journal)**   * **Using Envision Lesson 11-4 Expanded Form pg. 318** * **Students will be given a number to explain how to model a given number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will use a math web to represent a number in a variety of ways. | | | One-on-One assistance to show how to group objects by 10s using a place value mat. | | | Students will explain to the class how they solved the story problem then pose the question to their classmates of how to solve the problem differently. |
| **Assessment(s): During independent practice observe students ability to group tens to solve problems.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Students’ understandings/misconceptions * Specific notes about student thinking * What do I need to reteach or review tomorrow or in the future * New ideas/changes for next time | | | | | | |